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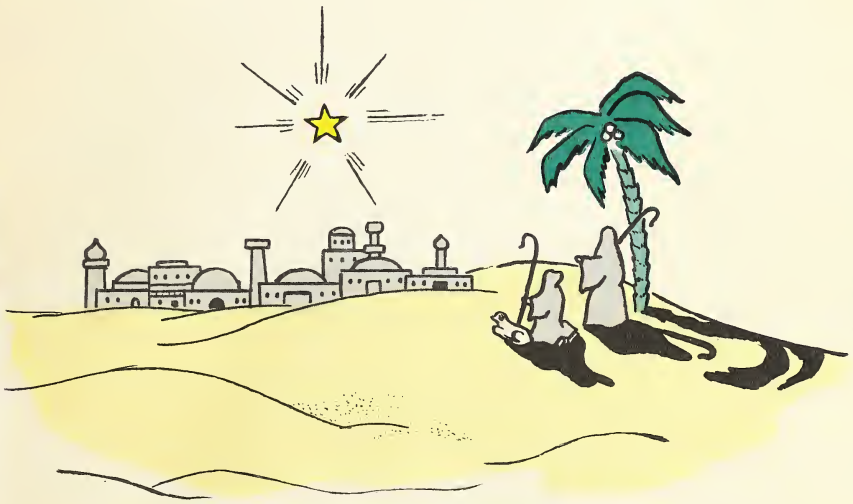
CHRISTMAS IN OTHER LANDS



CURRICULUM

A TEACHER'S RESOURCE UNIT FOR GRADE III

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ACKNOWLEDGMENT

This Resource Unit has been published under the direction of the Provincial Elementary School Curriculum Committee of the Department of Education, which appointed a Resource Unit Sub-Committee to evaluate and revise resource units prepared by various school systems, with a view to making those of outstanding value available to the teachers of this province.

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"Christmas in Other Lands" was compiled by the Edmonton Elementary Teachers' Association, in co-operation with the Edmonton School Board. It has been revised by Miss Clara Tyner of Edmonton, under the direction of the Resource Unit Sub-committee.

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HOW TO USE A TEACHER'S RESOURCE UNIT

A teacher's resource unit contains information, outlines, problems and suggested activities which are useful in developing an enterprise theme. It is designed to provide an abundance of suggestions from which the teacher with the help of the class may plan a unit or several units of study.

Such an outline is not entirely suited to every class. The nature of community interests, library facilities and past experiences of the class all have a bearing on the way in which the enterprise should develop. Rigid adherence to any outline may result in poor teaching. The eventual outline that the teacher and his class make is the only one guaranteed to be successful, for only the teacher can judge just how useful any idea or suggestion may be.

The pupils should have a share in planning, and if the overview has been good they will understand and identify the problems as their own. The overview is the beginning stage in developing an enterprise when time is taken to see filmstrips, arrange visual material on the bulletin board, and to read generally about people of the enterprise. The overview is largely exploratory and must give enough information to arouse keen interest and permit intelligent participation in planning.

A resource unit thus suggests a few of problems, sources of information and types of activities that may be necessary to gather the information and skills that should be developed by the pupils. It in no way limits the development of the enterprise. Instead, it is hoped that the suggestions given here will stimulate more successful planning.

Probably every worthwhile enterprise results in some creative work on the part of the pupils. The child should be led to express himself effectively in all creative fields which appeal to him.

Language expression may be chiefly oral in the primary grades. Here the teacher's own imagery and color should not be substituted for the child's. Excessive correction should be avoided. Improvement can be effected through praise for those children who have chosen colorful words, exact detail and good order.

Art work should be the result of a child's own ideas. He should be told only to make his picture large, make it tell a story and to color all the spaces on his paper. Preparation for the work should be done previously by discussing the fun he had with his Christmas toys, things he likes to do on Christmas morning, helping mother make the Christmas pudding, etc. When the child is enthusiastic enough to tell his story with paper and paint it will be a good one. After he has completed the work let him describe what his picture was about. Be sure to praise his efforts. No comparison should be made between various children's art, and all results should be considered good as long as they represent personal effort.

Other creative work such as pantomimes, plays or dances should be encouraged. The dance of snowflakes or a pantomime depicting preparations at the North Pole on Christmas Eve might result in an admirable attempt to do interpretive dancing or rhythmics. Here again the right atmosphere is necessary to produce the best effort. Stories, descriptions and discussions should precede all activity. The time spent on such preparation is worthwhile for results can be very satisfying to both teacher and pupil.

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CHRISTMAS IN OTHER LANDS

Introduction

To Grade III children Christmas is still the "Day of Days" of the entire year. It is the day that is anticipated from the night of the last Christmas to the eve of the following one.

In spite of the emphasis on gifts and parties, the "Nativity" makes a very strong appeal to the children of this age. Throughout this enterprise, the religious significance of Christmas is the one that should be kept uppermost in the minds of the children.

Christmas in other lands is celebrated in many different ways and at different times. In this enterprise we look at Christmas in different climates and settings. We not only learn about Christmas in each country, but we learn of the children, their homes and their different activities in the different climates. We would hope that through the Christmas interest important beginning concepts of geography will develop.

DEVELOPMENT OF THE ENTERPRISE

Motivation

The chief motivation will be the hearing of the Christmas story, as given at the end of the outline, or if preferable as given in Luke 2, verses 8-14.

For the study of the different Santas, a Christmas Santa Claus parade might well be the starting point.

Preliminary Discussion

1. Will all the children in the world be looking for a Santa like ours? Do you know? Would you like to find out?
2. The poster such as the "Junior Red Cross Unites All Children of the World" will help the class in the selection of countries to be studied. The teacher may guide in the selection, keeping in mind from her background of information, the countries that will give the greatest variety of climatic conditions, Christmas customs, and Santa Clauses.

Italy, Holland, Norway and Mexico have been chosen in the unit which follows. Canada is used as the basis of comparison. "Santa's Workshop" is included for fun.

If Indians have been studied recently, or if they are a high point of interest, "The Indian Christmas Carol" with the diorama may be used.

If there are many people in the district who observe Ukrainian or Polish Christmas customs the children may wish to make a study of these customs and celebrations.

Main Purposes:

1. To emphasize the story of Jesus' birth. This will be done through the Christmas story such as the one at the end of this outline. Lead the children to understand that the Bible story is the same for all countries studied, despite their difference in food, clothing and customs.
2. To recognize similarities in peoples and so develop racial tolerance.
3. To keep complete global concepts and also to give understanding of geographical terms.

Major Constructions:

The purpose of all construction is to make the learning more meaningful. It is necessary for the children to have gathered accurate information before the construction can begin. The finished product can be used as a review of information as well as serving a social purpose.

The construction activities in this enterprise could be either the making of dioramas* or of stage settings to illustrate the type of country studied, and the Christmas customs peculiar to that country; or a large picture representing the same as the above, but large enough to be used as a background for each Christmas play. The latter would be of more use for the plays, and would eliminate making scenery in addition to the dioramas.

Culmination:

The exhibition of the dioramas, and the presentation of the plays by each of the groups. If backgrounds only are made they will be used in connection with each play.

Gifts:

Each child can make a trinket or ash tray for his mother and father from asbestos powder. These may be decorated and suitably wrapped as gifts.

Music:

Christmas Carols: The First Noel; We Three Kings of Orient Are; Away in a Manger; O Little Town of Bethlehem.

Secular Songs:

Santa Claus Is Coming to Town; Rudolph, the Red-Nosed Reindeer.

Poetry Learned:

ITALY—Long, Long Ago; From Far Away Ports.

NORWAY—The Birds' Christmas Carol. See informational material under Norway in this unit.

CANADA—Mittens from "Bridled with Rainbows" (Brewton).

HOLLAND—Welcome Good St. Nicholas. See informational material.

MEXICO—Why Do Bells for Christmas Ring?

SANTA'S WORKSHOP—'Twas the Night Before Christmas.

INDIAN—A Canadian Christmas Carol.

Plays Presented:

ITALY—The Bible story of "The First Christmas" may be done in pantomime while "The First Noel" may be sung by the class.

NORWAY—"The Christmas Coin" by Nora Burglon from "Christmas" by Alice Dalgleish.

HOLLAND—"A Visit From Saint Nicholas" from Hans Brinker, or "Stuck in the Chimney" from "Here Comes Dirk" by Audrey McKim.

CANADA—Group will make up original plays from familiar activities.

SANTA'S WORKSHOP—"Getting Ready for the Trip" or any other original play that the group may decide upon.

*A diorama consists of a scene in perspective in which three-dimensional models depict the activity.

Information Lessons:

The informational material may be used in different ways by the teacher. This material may be mimeographed and used as reading lessons by the whole group. A good reader may read the material to each group. The material can then be used for discussion.

This material can also be used to make charts. It will be a combined language and reading exercise. Some of the titles of the charts could be: 1. The Santas (This would include the names of each Santa and a description); 2. How the Santas Travel; 3. Christmas Food; 4. Christmas Games and Customs.

What We Need to Know:

The children discussed this problem and listed in their Enterprise Books the following:

SCENERY NEEDED:

Mountains for Norway, Italy and Mexico. Icebergs and Northern Lights for Santa's Toy Shop. Windmills, canals and dikes for Holland. Snow for Norway, Canada and Santa's Toy Shop.

KINDS OF TREES NEEDED:

Evergreens for Canada and Norway. Fruit trees for Italy. Palm trees for Mexico.

Things to Find Out:

1. The name of the Santa in each land, how he dresses, how he travels, and how he carries his gifts.
2. The weather at Christmastime in each country, and how this weather influences all the Christmas activities.
3. The special Christmas foods eaten in each country.
4. The kinds of houses in each country.
5. The favorite Christmas presents of each country.

SUGGESTIONS FOR THE DIORAMAS OF PLAY BACKGROUNDS

ITALY—The feature to be emphasized here is the Presepio or Crèche. It will occupy the foreground. In the background there should be mountains, a few houses, and some people in costume. In each window or on each step there should be a bowl or urn, and somewhere in the distance Befana on her broomstick. (Befana will resemble a witch, wearing a scarf instead of a hat.)

MEXICO—Palm trees, white adobe houses with red-tiled roofs, the Three Wise Men with their camels. In the foreground there should be a patio or courtyard of a house with pinatas hanging which children are trying to break.

NORWAY—A farmhouse with a barn, and somewhere in a selected spot, a Christmas tree for the birds should have an important place. A tomte will be watching from a place near the barn with his Christmas goat beside him. In the background there will be mountains and evergreen trees. Children will be bringing in the Christmas tree either on skis or with a sled. The ground will be covered with snow.

HOLLAND—The scenery here will show dikes, canals, and windmills. The houses should be typically Dutch with steep roofs. Children will be skating on a canal. Saint Nicholas with his white horse and Black Piet should be in the foreground.

CANADA—For the diorama, a large window the width and height of the stage could form the background. Through the window will be seen a beautifully decorated tree. Children at the window are watching for Santa's arrival. In the foreground is Santa with his reindeer, and an enormous sack of toys. Evergreen trees are decorated with Christmas lights, made of colored paper.

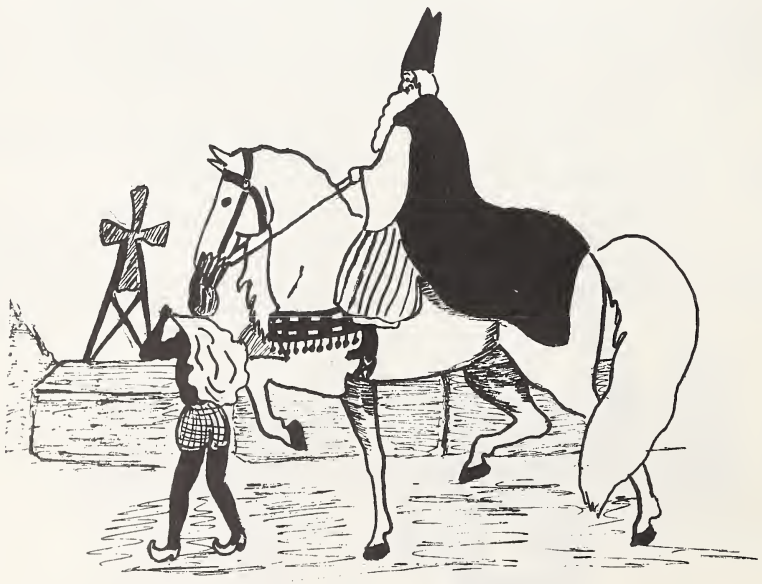
SANTA'S TOY SHOP—The foreground is the interior of Santa's house. There are toys everywhere—on tables, bookcases, shelves. Mrs. Santa is making cookies at the stove. Santa is packing his bag, while some of his elves are helping him. Through the window at the back of the room, we can see Northern Lights, icebergs and waiting reindeer.

N.B.—These are suggestive ideas only. Each group of children will enjoy composing their own settings.

Backgrounds for the Plays:

If these are made instead of the dioramas the children may like to use finger painting for the scenes. These paints give a clear and bold effect. Gray building paper can be cut into suitable lengths for these backgrounds. In the discussion period and by demonstration the children will be led to see how large all the figures, trees, mountains, etc., should be for these backgrounds.

Those who do not wish to use finger painting will find that poster paint put on with wide brushes gives an interesting result. White kalsomine is good for snow and ice elements in the picture.



St. Nicholas in Holland

A Teachers Research Unit for Grade III

CHRISTMAS IN HOLLAND

Saint Nicholas, or Sinterklaas, comes to the children of Holland on the night of December 5, or early in the morning of December 6. Dressed in a long red cloak, and wearing a bishop's cap, he arrives on a ship from Spain. With him he brings his white horse, and his servant, Black Piet. Black Piet helps Sinterklaas to carry the presents, but he also carries a bag of switches for the naughty boys and girls.

On the eve of December 5, the children are scrubbed and dressed in their best, and they await anxiously for the good Saint's arrival. If they are lucky he may arrive before bedtime, and they will be able to see him. Those who have been naughty shake in their shoes for they are afraid of Black Piet and his switches.

Sometimes a cloth is placed on the floor to catch the goodies that Saint Nicholas scatters. Each child has a basket in which to gather the goodies. They march around with their baskets and sing this song:

Welcome, friend! Saint Nicholas, welcome!
Bring no rod for us tonight!
While our voices bid thee welcome,
Every heart with joy is light!

Tell us every fault and failing,
We will bear thy keenest railing,
So we sing — so we sing —
Thou shalt tell us everything.

Welcome, friend! Saint Nicholas, welcome!
Welcome to this merry band!
Happy children greet thee, welcome!
Thou art glad'ning all the land.

Fill each empty hand and basket,
'Tis thy little ones who ask it,
So we sing — so we sing —
Thou wilt bring us everything.

—from "Hans Brinker and the Silver Skates" by Mary Mapes Dodge.
Courtesy Charles Scribner's Sons.

Read Hans Brinker and the Silver Skates to get information about:
1. shoes left by the fireplace; 2. fun with presents;
3. Dutch food; 4. klaasjes; 5. letterbanket.

References: Hans Brinker and the Silver Skates. M. M. Dodge.
Children of Other Lands—Piper.

CHRISTMAS IN MEXICO

(THE LAND OF POSADAS AND PINATAS)

On the night of December 16, Christmas celebrations begin in Mexico. These celebrations last for nine nights until Christmas Eve. During the first part of the evening the celebration takes the form of a "Posada". The word "Posada" means an inn or resting place, and refers to the inn in Bethlehem which refused shelter to Mary and Joseph.

Families go to each other's homes, and as they arrive, they are divided into two groups, the Innkeepers and the Holy Pilgrims. A procession is formed with an angel at the head, holding a lighted torch to guide the weary travellers. Presently several members slip into a room where an altar has been erected. These people become the Innkeepers, and Joseph, standing at the doors, calls:

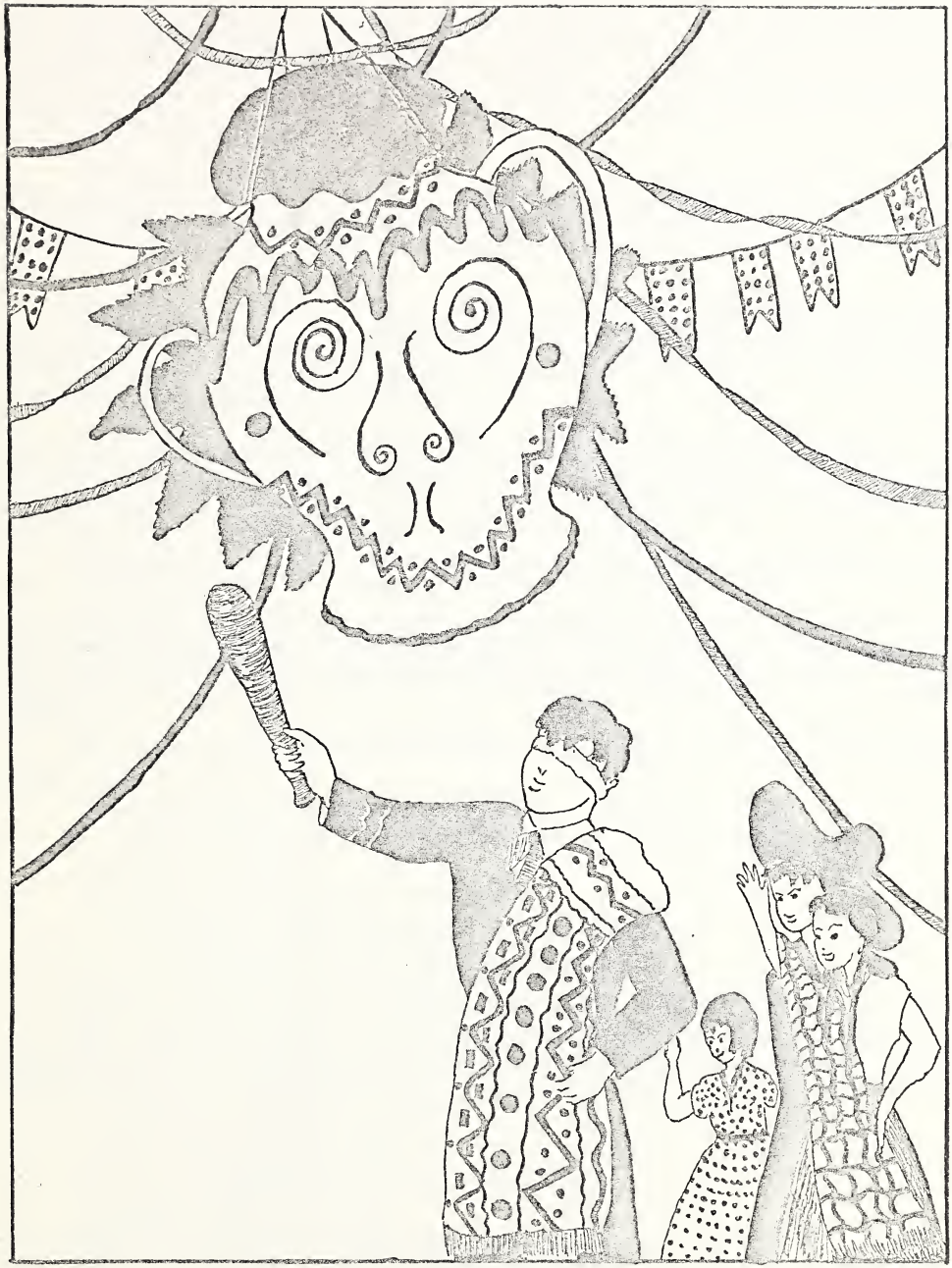
"In heaven's name I beg for shelter.
Mary tonight can go no farther."

Those inside the room reply:

"No inn is this! Away from here.
You may be thieves! Do not come near!"

After some coaxing, the Pilgrims are allowed to enter the room and go to the altar, which is laden with toys of all kinds. Everyone kneels in prayer.

The religious part of the evening over, the gathering goes to the patio of the same house to break the pinata.



The children are always very much interested in this part of the ceremony. Instead of a Christmas tree the Mexicans use a fragile earthenware jar. This jar is supposed to represent the gourds out of which Mary and Joseph drank on their way to Bethlehem. For this reason the jars are of different shapes and sizes. The decorations for each jar are very different too. One jar might be made to represent a very beautiful butterfly, another a clown, a third might be a bird of beautiful plumage, while still another would be made to resemble a little burro. The jar for each evening is filled with nuts, fruit, candies, and small cakes. Each child is blindfolded, and is given three chances to break the pinata with a long wand. When the pinata is finally broken, down fall the goodies to the floor while the children scramble in glee.

This goes on for each of the nine evenings. The final night of the posada is the most elaborate of all. On this night the Baby Jesus is found in a crib before an altar that has been beautifully decorated with tinsel and flowers. The guests gather round the altar, and sing their praises to the Holy Babe. Then everyone dances until it is time to go to midnight mass.

On the eve of Epiphany (January 6) the children place their shoes in the window or at the foot of their beds to receive the gifts of the Three Wise Men. You will remember that Jesus was twelve days old when the Wise Men brought their gifts of gold, frankincense, and myrrh. Sometimes the children of Mexico say that they saw and heard the camels of the Wise Men during the night.

In Mexico, Christmas dinner is eaten on Christmas Eve. A Christmas salad made with many kinds of delicious fresh fruits is always served at this Christmas dinner. There will often be turkey. Sometimes there will be "Turkey Mole" which is turkey served with chocolate sauce. Of course, there will be as well, tortillas, and frijoles, sweet potatoes, and many other kinds of vegetables, and, of course, many candies.

The Mexican children do not mind waiting until Epiphany for their gifts. They have had such fun scrambling for pinata gifts that they are not ready for more.

The children will be interested to know that every year at Christmas time three business men from Mexico City fly to Los Angeles, each one dressed as one of the Wise Men. They take with them a large pinata filled with interesting gifts. There, in a public square, Los Angeles children have the fun of breaking a pinata just as the Mexican children do.

After this story has been read, question the children to check their ability to gather facts:

1. Does the Santa Claus of Mexico look like our Santa?
2. Do the children of Mexico get their gifts on the same night as we do?
3. What is a posada?
4. What story does a posada tell?
5. What do you think would be the most fun in Mexico?
6. What Christmas food would you like to eat there?

Children will answer these questions orally. Stress complete sentences in answers.

This discussion is to be with the whole class. After the discussion the children who have selected Mexico as their special study could read the story of "Juan's Christmas Pinata" from Faraway Ports. Problems that might be solved through this reading could be:

1. What do the houses look like?
2. How do the people dress?
3. What trees and plants do you see growing?
4. What animals do you see?

Look in other books to confirm this information.

Words Learned From Study of Mexico:

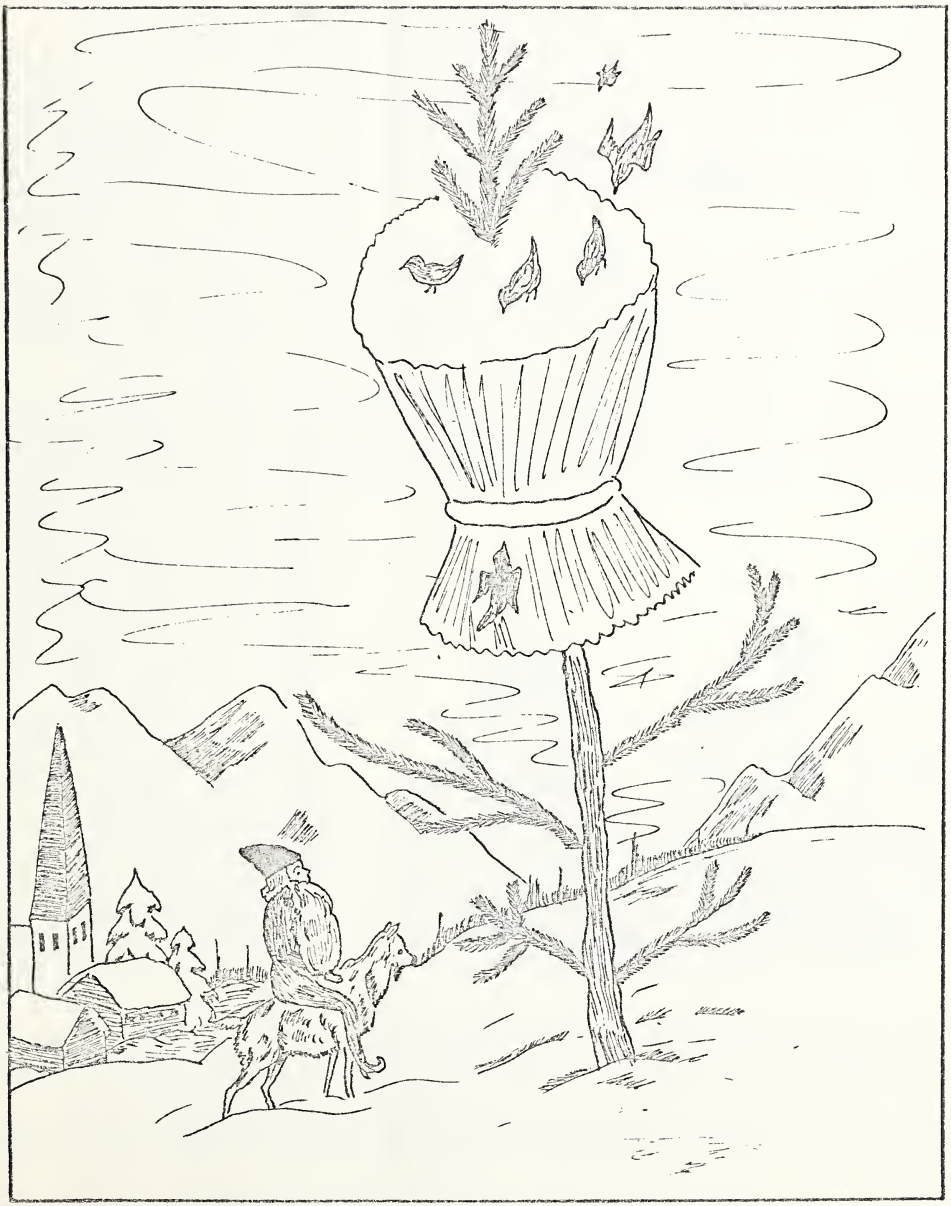
Mexico	Mexican	chili	salad	poinsettia
fruit	oranges	bananas	pineapple	clay
potter	potter's wheel		posada (po-sa-da)	
frijoles (free-ho-lays)		— beans	serape (say-rah-pay) blanket	
tortillas (tor-tee-yas)		— corn cakes	sombrero (som-brer-o) — broad brimmed hat	

Music For Mexico:

"We Three Kings of Orient Are" "The First Nowell"

Stories About Mexico:

Juan's Christmas Pinata	Faraway Ports	Winston
Painted Pig	Elizabeth Morrow	Viking



CHRISTMAS IN NORWAY

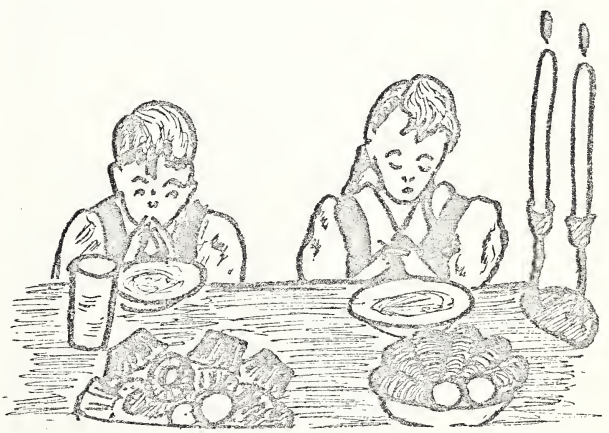
Before Christmas mothers in Norway are just as busy as mothers in Canada. They clean the house from top to bottom. They buy and make new clothes for every member of the family. On Christmas Eve in Norway each member of the family puts on new clothes from the skin out.

A few days before Christmas the children go to the woods to gather evergreens to decorate the house. They also bring home the most beautiful tree that they can find. After the tree for the house is decorated, the children decorate a Christmas tree for the birds. To do this, they make a sheaf of the best grain stalks they can find, and tie it to the pole in the yard, or to a pole on top of the barn where the birds may feast in peace.

At the same time, the children do not forget the tomte, the Christmas elf. Sometimes he is called Jule Nisse, which means a little old man dressed in a gray suit, gray shoes with long turned-up toes, a long gray beard that reaches to his waist, and a perky red hat. The tomte may live in the barn, or he may live in the cellar of the house. If he is treated well and given a bowl of porridge and milk every day, he will bring good luck to the farm, and on Christmas Eve he will bring fine gifts to the children. On that eve he comes riding right into the house on his Christmas goat, or Jule Bukken, as the children call him. If the Jule Bukken eats some of the straw that is sprinkled under the Christmas Eve table, it is a sign of good crops for the next year.

Sometimes the father of the family or a big brother will dress up as a large tomte, and come to the house, begging for Christmas food. This is very exciting to the children. They are sure to find out who this large tomte is, for the masquerader cannot eat any of the good food while he wears the tomte mask. Soon he throws the mask away, and eats much of mother's good food, while the children dance laughingly round him.

Mother has been very busy baking and cooking. She has baked hams, smoked tongues, and made the favorite lute fisk from the finest of codfish. A smorgasbord has been prepared, and it consists of pickled herring, pickled tongue, cheeses, pickles, and many other kinds of cooked meat and fish. In addition to the smorgasbord there may be a whole roast pig with an apple stuck in its mouth, and roast goose. There will be quantities of flatbrod, waffles, and lefsa. Lefsa is made of potatoes and eggs, and looks very much like pancakes after it is cooked. Flatbrod is made from dough, rolled paper-thin, and baked in round or square wafers. This thin bread can be kept for many months.



The main meal is served on Christmas Eve. It begins with Christmas rice, a delicious pudding flavored with cinnamon. In the centre of the pudding there is a well of melted butter into which each diner dips his serving of pudding. One almond is hidden in the pudding. The person who finds the almond is sure to get his wish.

After dinner, the door to the room where the Christmas tree has been set up, is unlocked. Many are the gasps of surprise as the children see the tree for the first time. After the tree has been admired, the entire family dances around it, singing a Christmas song.

And now the presents are given out. Norwegian children like the same presents that Canadian children do. All ask for skis, skates and sleds. The girls like dolls dressed in the costumes of the countries near Norway, and dolls from Lapland are very much desired.

Dancing follows the opening of the presents, and everyone has a merry time. Some time during the evening the tomte on his Christmas goat may come riding in. Whether he is real or make-believe, the children love to see him.

Later in the evening the church bells ring out the joyful news of Christ's birthday, and the whole family goes to church for the midnight service. In the morning the children are wakened with the greeting, "Christ is born." In some households the children are served hot chocolate in bed. When they are dressed, and come downstairs, they are served a very special breakfast.

After breakfast, they go to church again to hear the wonderful story of Christ's birthday.

Christmas is a very joyful time in Norway.

Words Learned From Study of Norway:

smorgasbord	flatbrod	lefsa	lute fisk
herring	mask	masquerade	(loota - fisk)

THE BIRDS' CHRISTMAS CAROL

Of all the Christmas carols the sweetest one to me,
Was one I heard in Norway, far, far, across the sea.
It was not a surpliced choir, a hundred voices strong.
But ten thousand little warblers that sang to me their song.

On Christmas Eve the people there, when birds are still at rest
From their sheaves of wheat and barley select the very best.
And to every spire and house-top, every barn and weather vane,
Every gate-post, every gable, fasten they a sheaf of grain.

When the Christmas sun arises, every sheaf of grain on high
Suddenly bursts forth in music, soaring to the very sky.
And the children run to listen, while the old church steeple sings,
And the air is rife with gladness, and is filled with fluttering wings.
So of all the Christmas carols, the most beautiful to me,
Was sung by birds in Norway, far away across the sea.

References For Norway:

Our Little Friends of Norway—Carpenter (School-Book Branch)

Junior Encyclopedia Britannica—Units

Storyland—H. C. Kinscella (School-Book Branch)

CHRISTMAS IN ITALY

At Christmas time in the southern part of Italy the weather is warm and sunny. Many flowers are blooming, and lemons and oranges may be picked in many yards, and even from trees growing by the sidewalks. All the stores and markets are filled with fruits and vegetables.

The Christmas season lasts three weeks, from eight days before Christmas until the Feast of the Epiphany on January 6. The religious aspect of Christmas is emphasized more than any other in Italy. In every home there is a Presepio or miniature Bethlehem showing the stable, the animals, the shepherds, the three wise men, and Joseph and Mary. Often the town of Bethlehem is shown in the background. The figures in the scene are carved or moulded. Each family cherishes these little Presepio figures, and keeps them from year to year. New figures for the manger scene are eagerly welcomed as gifts.

The manger bed of the Christ Child is empty until Christmas Eve. Then a small carved figure of the child is placed in the manger, and the nativity scene is lighted.

After the Christ Child has been placed in the Presepio, there is a great feast. At the dinner many interesting foods are served. There may be "capitoni", a dish made of fried eels. Another interesting and unusual food is the "calamai" made from dried cod and squid. But "capitelli" is the favorite dish with the boys and girls. Capitelli is made by filling inch-high dunce-caps of macaroni dough with a salad of chicken, eggs, pork and spices. The main meat dish may be chicken or turkey, just as we have here in Canada. Dessert is usually fresh fruit. The boys and girls like melon best of all for their Christmas dessert.

At Christmas time the houses are beautiful to see! Lovely flowers are everywhere. Special floral arrangements are made for the dinner table. While the dinner is in progress, shepherds with their pipes may come in to play. The pipes they play are similar to bagpipes. As these shepherds come down from their homes in the hill country near Rome, they make it a point to call at the homes of all carpenters on the road, in honor of Joseph.

After Christmas dinner, the older members of the family go to mass at flower-decorated churches.

But it is not until the eve of January 6 that gifts are given. The children like to think that La Befana brings their gifts. La Befana is dressed in a long black coat with a black scarf tied around her head. She rides through the sky on a broomstick. The children put bowls or urns in the window or on the doorstep for La Befana to fill.

This is the legend of La Befana:

A woman of Italy was busily sweeping her house when the Three Wise Men came to her door. "A new king has been born in Bethlehem of Judea," they said. "Will you show us the way? We have come to worship Him, and to present our gifts to Him."

"I cannot go with you," replied La Befana. "I am much too busy."

In a few minutes La Befana felt sorry because she had not helped the Wise Men. She searched for them in many countries, but she never found them.

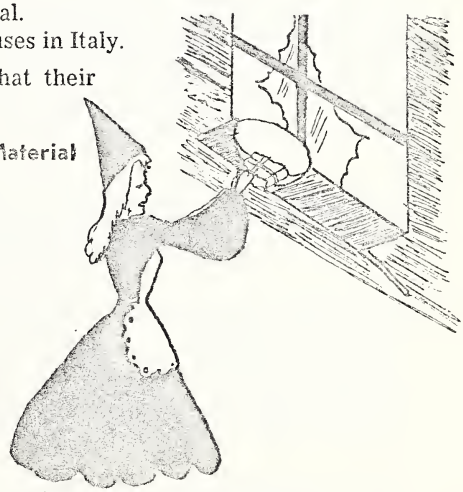
In repentance she travels throughout the land at Christmas time, still searching for the King. To the good children she brings gifts. The bad children find only ashes in their bowls.

Because La Befana was using a broom when the Wise Men called at her home, the children picture her riding a broomstick on her travels.

References:

Christmas Everywhere—Sechrist (School-Book Branch)
Christmas—Dalgleish (School-Book Branch)
N.B.—The General Bibliography for additional material.
See National Geographic Magazines for pictures of houses in Italy.

Use these magazines, too, for giving the information that their manner of dress is no different from ours.



Some Questions on Informational Material

1. What country does Italy resemble?
2. In what way are these two countries alike?
3. Why do you think they are alike?
4. Are the Santas of these two countries the same?
5. How are they different?
6. Is the food like our food?
7. Tell two different foods.
8. What country has food like Italy?
9. What is the reason for this?

A Geography Lesson

Use the map to show the location of Italy with its mountains in the north, and the sea all around. Notice, too, its distance from the equator. What reason could the children give for fresh fruits and vegetables at Christmas time? If possible, show a film of Italy, showing the houses, streets, and fruit trees growing.

Vocabulary of Italian Words:

presepio	La Befana	shepherds	carpenters	Joseph
melons	capitoni	calamai	capitelli	macaroni
dough	squid	pipes		

THE FIRST CANADIAN CHRISTMAS CAROL

WRITTEN FOR THE CANADIAN GEOGRAPHIC

Carols are such an integral part of Christmas in all church services we are apt to forget that "carol" originally meant a dance or frolic accompanied by a song. It was St. Francis of Assisi who first introduced hymns into this celebration, and "Christmas carols" have since become traditional.

The Christmas season to most of us would be incomplete without the expression of its message of "Peace on earth, good will towards men", in the form of these songs. In Canada the carols we use in this most joyous festival of the year have been gathered from many lands. They demonstrate the accord of all worshippers in the New World, whoever they may be. "O Come, All Ye Faithful" (Adeşte Fideles), is from France; "Silent Night", from Germany; "Deck the Hall", from Wales; "The First Noel", from England; "All You in This House", from Sweden, and "O Little Town of Bethlehem", from the United States.

Few Canadians know that a truly Canadian carol exists, "Jesous Ahatonhia — Jesus is Born". Long ago, when Canada was still New France, Jean de Brebeuf, about 1641, wrote this hymn or carol. He was a Jesuit missionary to the Huron nation when living in Huronia on the shores of Georgian Bay. The missionaries wanted to make church festivals an attraction to the Indians, but the natives' lack of a religious background, and the barrier of language presented great difficulties. Brebeuf, who understood their minds, was inspired in the composition of his Christmas carol. He expressed it with an imagery they could appreciate, and used their own knowledge of the Great Spirit of Manitou. No doubt he wrote it at Ste. Marie, the stone mission station on the Wye River near the present town of Midland, Ontario. Soon after he was to suffer martyrdom at the hands of the Iroquois, hereditary enemies of the Huron people.

His words were adapted to a sixteenth century tune, Une Jeune Pucelle, which reminds us in the beginning of "God Rest Ye Merry, Gentlemen". The only accompaniment, presumably, was an Indian drum. "The Indians have a particular devotion for the night that was enlightened by the birth of the Son of God." So Brebeuf writes happily in the Relations. "They built a small chapel of cedar and fir branches in honour of the manger of the Infant Jesus." The Red Man is very fond of music, and has a sweet singing voice. The children, naturally, were first to learn the hymns, and led in singing the praise of the new-born Child.

"Jesous Ahatonhia—Jesus is Born" was preserved among the descendants of the Hurons who survived the Iroquois war of extermination, and settled at Lorette, Quebec, in 1650. For over a hundred years ravaged and deserted Huronia knew only the sound of the wind through the trees, the songs of birds, and the call of the moose.

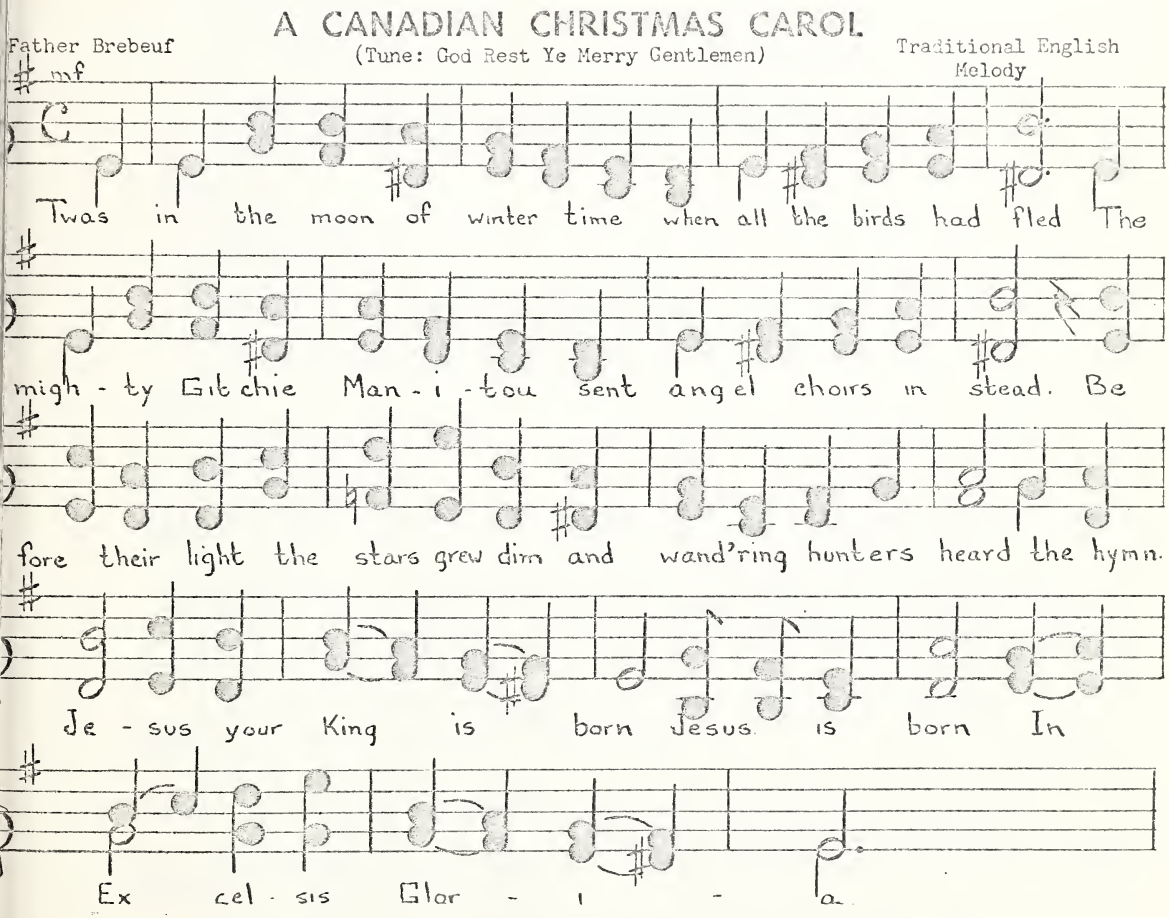
From its large collection of Indian songs the National Museum has chosen this three-hundred-year-old carol as interpreted by J. E. Middleton, for the subject of an artistic diorama, or display during the Christmas season. The group was constructed by the Museum staff, and is authentic in every detail. It shows an abandoned Huron village in winter, with stars twinkling overhead; the Holy Family is sheltered in a partly destroyed bark lodge; the "wandering hunters" stand to one side and "Chiefs from afar" present their gifts, not of gold, frankincense, and myrrh, but of "fox and beaver pelt", as they gaze in adoration.

The diorama reminds us also of the far-away days of Canada's beginnings. Champlain, in 1615, followed in birch-bark canoe the main travel route along the Ottawa River and Lake Nipissing to Georgian Bay. This was to be the regular route for the next two hundred years from Montreal to the west for the explorer and missionary in their bark canoes, and for the fur traders in their canoe brigades. As they portaged at the Chaudière their native guides offered sacred tobacco to the fearful spirit of the falls. Here they could see the cliffs where today rises the high carillon tower of Canada's Houses of Parliament. From its chiming bells at Christmas come the carols of many nations with their appeal for peace and good will. Across the snow they ring out in the melody of the refrain as real today as when it was first heard in old Huronia.

Jesus, your King, is born;
Jesus is born;
In excelsis Gloria.

—Courtesy of Mabel W. Godwin and the Canadian National Museum.

The class will surely be interested in constructing a diorama similar to the one in the picture. If they have been studying Indians recently the interest will be especially keen. They may wish to learn to sing the song or when they learn the tune they may wish to use the drum beat as the only accompaniment. Others may wish to do this lovely carol in Verse Speaking. The picture on page 173 of "Gay Adventures" of the Canadian Parade Readers would give suggestions for a tableau or play. The picture may also help them to identify the different tribes that came to visit the Baby Jesus.


A CANADIAN CHRISTMAS CAROL
Father Brebeuf
(Tune: God Rest Ye Merry Gentlemen)
Traditional English Melody
mf
'Twas in the moon of winter time when all the birds had fled The
migh - ty Gitchie Man - i - tou sent angel choirs in stead. Be
fore their light the stars grew dim and wand'ring hunters heard the hymn.
Je - sus your King is born Jesus is born In
Ex cel - sis Glor - i - a

A CANADIAN CHRISTMAS CAROL

JESOUS AHATONHIA

'Twas in the moon of winter-time when all the birds had fled.
The mighty Gitchie Manitou sent angel choirs instead.
Before their light the stars grew dim,
And wandering hunters heard the hymn.

Chorus:
"Jesus, your king, is born,
Jesus is born.
In Excelsis Gloria."

Within a lodge of broken bark the tender babe was found,
A ragged robe of rabbit-skin enwrapped his beauty round.
And as the hunter braves drew nigh,
The Angel song rang loud and high.

Chorus:
"Jesus, your king, is born,
Jesus is born.
In Excelsis Gloria."

The earliest moon of winter-time is not so round and fair
As was the ring of glory on the helpless infant there.
While chiefs from afar before him knelt
With gifts of fox and beaver pelt.

Chorus:
"Jesus, your king, is born,
Jesus is born.
In Excelsis Gloria."

Children of the forest free, sons of Manitou,
The Holy Child of earth and heaven is born today for you.
Come kneel before the radiant Boy
Who brings you beauty, peace and joy.

Chorus:
"Jesus, your king, is born,
Jesus is born.
In Excelsis Gloria."

The diorama that you see in the picture was displayed in the National Museum of Canada at Christmas time a few years ago. It is authentic in every detail.

CANADIAN UKRAINIANS CELEBRATE CHRISTMAS

Every year the 100,000 Ukrainian Canadians in Alberta celebrate their Christmas just two weeks later than we do.

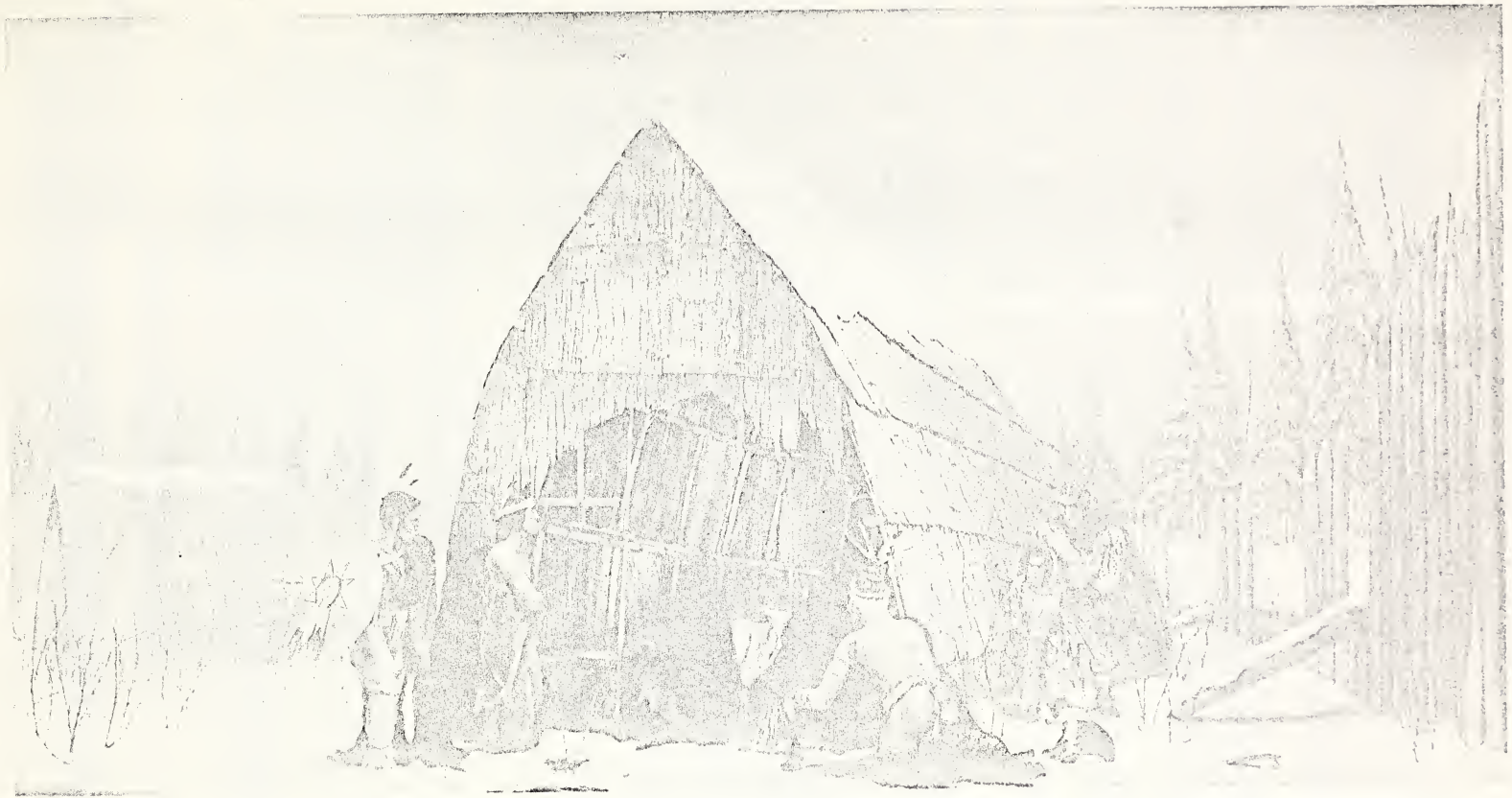
Ukrainian children think themselves fortunate to have two Christmases for, of course, they enjoy our Christmas with us on December 25. On January 6 is the Ukrainian Christmas Eve, and January 7 is Christmas Day.

Before January 6, the Ukrainian mothers are very busy. The houses must be spotlessly clean, and if any painting or decorating is needed it is done at this time.

Those mothers who are fortunate enough to possess pieces of the beautiful Ukrainian embroidery done by their mothers or grandmothers will use these in their Christmas decorations to honor the Christ Child.

This embroidery can be seen in the drapes at the windows, the towels on the Holy Ikons, and the bedspreads on the beds. On the walls, and on the floors will be equally beautiful hand-woven rugs.

On the day of Christmas Eve everyone is busy. The children are sent to carry gifts to their friends, and to those in need. The mothers are the busiest of all. Though some food can be prepared before this day, the most important cooking can be done only on this day. In the kitchens where wood is used for cooking the fire is prepared with twelve special pieces of wood. These twelve pieces of wood symbolize Christ's twelve apostles, as so also the twelve meatless dishes that are used in the Holy Supper on Christmas Eve.



Courtesy National Museum of Canada

All preparations must be completed by the time the first star appears in the sky. By that time everyone is dressed in his best clothing, and the table is set with the best linen, china, and silver.

It was the custom in the olden days to put hay under the tablecloth, and also under the table. This represented the manger bed of the Christ Child. For those who live in the cities this is not always possible.

The center of the table is decorated with two braided loaves of bread called "kolach". Around the bread are candles, and a wreath of basil which symbolizes the sun.

Whenever possible, as the first star appears in the sky, the father brings into the house a sheaf of wheat which is called "deed". The "deed" is placed in a corner of the living room under the Holy Ikon where candles have been lighted.

When the family are seated at the supper table, the father says a "grace" asking a blessing for all in his family. This grace ends with the phrase, "Christ is born". "Let us glorify Him," the family respond and the Holy Supper begins.

There will be served at this supper the twelve meatless dishes mentioned before and many other different kinds of food as well. The dishes vary as the customs vary according to the part of the Ukraine the settlers are from.

The first thing on the menu might be "kutya" which is made of whole wheat cooked and sweetened with honey, and served with poppy seeds and walnuts. This food has been served in the Ukraine for almost 2,000 years—ever since the time when Saint Andrew visited the country.

Other foods served would be jellied or pickled fish; the traditional borsch beet soup with tiny mushroom dumplings; baked and fried fish; "holupchee" which are cabbage rolls made with rice or buckwheat; mushrooms in sauce; beans; peas; "varenyku" which are dumplings made with potatoes, plums, cherries, or sour cabbage. Next come desserts. You might be served cooked dried fruit; cherry-nut-honey cake; poppy-seed torte; apple-nut strudel; dainty pastries made with plums and poppy seeds. There would also be many rich breads such as "kolach" and "knysh". For drinks there might be a specially prepared wine made from honey; juices or preserved fruits, or sweetened grape juice.

All members of the family are gathered for this Holy Supper. Places are set at the table for any who have died during the year, as a reminder of their loss and these beloved ones are spoken of with great reverence.

Toward the end of the supper Ukrainian carols are sung. Then the family go to church at midnight, or very early on Christmas morning.

Guided Discussion

Christmas in Canada

1. Why do we celebrate Christmas in Canada?
2. How do we celebrate Christmas?
3. What is our Santa like?
   How is he dressed? How does he travel? Where does he live? Who are his helpers? What would his home be like?
4. What are some of our foods?
5. What are some of our Christmas customs?

Superior readers might investigate the origins of some of our Christmas customs.

N.B.—A similar outline could be used after the reading of the informational material for each country.

INTEGRATIONS AND CORRELATIONS

Geography and Science

1. Begin map-study showing the location of the different countries on a beginner's globe or map. Mark each country with a characteristic label, such as windmill for Holland, pinata for Mexico, etc.

2. Teach the terms "North Pole", "South Pole", "Equator". Find these places on the map or globe. Discuss the climate at each of these regions. Measure the distance of each country from the equator and from the North Pole. Compare the climates of the different countries. Attempt to develop simple geography concepts. Keep the discussion on a very elementary plane.
3. Discuss the common trees and flowers of each country, pointing out that the latitude affects the type of vegetation.
4. Decide why we find palm trees in Mexico, and why the people of Italy pick oranges and lemons at Christmas time.
5. Elicit from the class that climate influences the food, clothing and shelter of the people in any country.
6. Begin the study of the thermometer. Use an actual thermometer for this. Take outdoor temperatures to compare the temperatures of the colder countries. Use indoor temperatures to compare temperatures of the warmer countries with those of Canada, and other colder countries.
7. A study of the night sky as seen at Christmas time in the countries to be studied would be appropriate. The children might represent some of the familiar constellations on their dioramas. Refer to the third grade texts for further suggestions.
8. Study some of the representative animals of each country. How do some of them get ready for winter? Do all of them? If not discuss the reasons.
9. A study of the big earth. Take imaginary trips to the countries where we find the Santa Clauses.

Science References for Grade Three

Science Everywhere	Craig
How Do We Know?	Beauchamp
Exploring Science (Three)	Thurber

Arithmetic

1. Study the shapes of the globe and the diorama. The globe will introduce the word sphere as contrasted with that of circle. The diorama will introduce the term square or rectangle, or both.
2. Measure in inches and feet for the scenery and other properties necessary for the dioramas. Practice can be given in estimating proportions — though proportions cannot be adhered to rigidly.
3. If backgrounds are made for the plays instead of the dioramas, even more measuring can be done. The background will need to be large and colorful, must look real, and be almost life-size.
4. Use the toys in Santa's toyshop, the toys in the stores, the goodies in the pinata, and many other objects of Christmas interest to make up problems in addition and subtraction suited to the level of understanding.
5. Use the scale of miles on the map to find the distance between Canada and the different countries studied.
6. Add by 2's for pairs of skis, gloves, skates, or bicycle wheels. Add by 3's for tricycle wheels, and by 4's for the wheels of a wagon.
7. Motivate telling of time by watching for Santa Claus, getting up early Christmas morning, the time for Santa's journey, etc.
8. Practice carrying in addition by estimating the amount of money spent in Christmas shopping, or earning and saving money for Christmas. Subtraction with carrying can be introduced by estimating the amount of change.

Language—Oral

1. Use correct and simple sentences to answer questions asked by the teacher or by classmates. Many such questions can be asked in the use of the informational material.
2. Practice oral reports of not more than three simple sentences. The information for these reports will be obtained from the material included in this unit, from the children's own reading, from pictures, or from films and film strips.

3. Use to be Made of Oral Reports—

   These can be organized into Experience Charts. The children's own sentences can be used for these charts. They may be made on the spot or by an assigned group after the material has been organized by the group.

   The following titles are suggestive only:

   Different Santas
   How Santas Travel
   What the Santas Look Like or Santa's Clothes
   Christmas Food in Other Lands
   Toys Around the World

   After the charts are made they will be useful for many reading exercises.

4. Make up riddles about Santas, the food, the toys, etc. Have the children compete with each other other to see how many sentences and what good sentences they can compose.

5. Make sentences using some of the unusual words that they have learned.

Dictionary Practice—

For any enterprise the children need to have the new words where they can find them easily when they need to use them in stories, riddles or for charts. Children in Grade Three like to make their own dictionaries.

They use an exercise book making an index at the right hand side of the page, and cut out the rest of the strip so that the dictionary is alphabetized for ready reference.

After an information lesson the children list the new words on the blackboard, and then copy them into their dictionaries in the proper place.

The words for this enterprise will include the names of the Santas, the food, the countries, the costumes, etc.

Language—Written

1. Stimulate each child to write a letter to the Santa of his choosing. Ask each child to strive to make his letter as courteous and interesting as possible. It should be a true expression of his own feeling. Below is a letter written by a patient in the Charles Camsell Hospital. The children may wish to discuss this letter, to find Spence Bay on the map, and see how near to the North Pole this child's home really is. After they have read the letter they may discuss these questions: Has this child been in hospital a year? How would you know? Is the child a boy or a girl? How do you know that? Do you think this child would have gone to school before coming to the hospital?. What are the reasons for your answers? What are the most interesting parts of this letter? Do you find any mistakes? How would you correct these?

Dear Santa,

At Spence Bay I am close to you. Spence Bay is home with Daddy and Mummy. Then I could go to the North Pole perhaps and help you pack toys. I would hug you Santa Claus. How is Rudolph? Perhaps I could have a dolly for a Christmas present. I like a doll that walks and talks and wears clothes too. We have a tree at Camsell for Christmas, and the girls tell me turkey too, and candies and nuts and ice cream.

2. The children of Scandinavia are supposed to make rhymes to put on the presents that they give. Urge the child to think of a rhyme to put on his mother's present, his father's, the baby's, etc. If he is a boy and he is giving his sister a pretty picture book, she might like a rhyme like this:

   Little Sister, will you look
   At this pretty picture book?
   Look at it well from cover to cover,
   This present that comes from your loving brother.

   It might be fun to do one like this for the baby:

   Little brother, you are so small,
   You look exactly like a doll.
   This Teddy Bear is for your play,
   Please do not lick its nose away.

N.B.—These rhymes are not to be copied. Their idea is to stimulate and to give the form of a rhyme.

This exercise could well be correlated with those in rhyme-discrimination that are used in formal reading and language. For Christmas rhymes words such as tree, joy, sleigh, pack, broom, pole, north, etc., could be used.

In making rhymes stress the tune rather than the rhyme. If rhyme is stressed meaning is often sacrificed.

3. Compose rhymes about the different countries and their different Santas.
4. Write original stories. Such titles as, "The Pinata That Flew Away", "The Jule Bukken's Accident", "When Befana Lost Her Broom", "The Angry Tomte", "A Joke on Santa Claus", might interest the children, and stimulate their imaginations.
5. Composing riddles. This can best be done after the facts about the different countries have been mastered, the dioramas and back drops completed, but before the plays have been prepared.

   The riddles might have such titles as, "Which Santa am I?" "What Country Is It?" "Whose Dinner Is This?"
6. Have each child make a booklet of the collective creative material. When the material is assembled it might be possible to have it duplicated in some way. This booklet could be given to the parents for a Christmas present. The decoration of the cover will be a good art project.

Written Language (Formal)—

I. Correct written forms for:
   A. Story
   B. Letter
   C. Rhyme or couplet
   D. Report

II. Correct use of:
   A. A and an. This will come up in connection with 'elf'. The tomte is an elf. Develop the rule after using such words in sentences as: orange, drum, ox, apple, umbrella.
   B. Their and there. These words will be needed in making the reports of each country and their Santas.
   C. By and buy. Use of these words will be needed in connection with Christmas shopping.

Reading—

1. Matching pictures with words—

   Each group may make pictures of foods characteristic of the country they have undertaken to study. Names of the foods should be printed on loose cards and learned by each group. When the name of a food is shown to the class they may point out the appropriate picture or copy the number of the card on which it is illustrated.

   The same picture of food may be matched with cards bearing the name of the country where the food is a Christmas delicacy.

   Pictures or names of the Santas may be matched with the names of the countries.

   Pictures or names of the Santas may be matched with the ways that these Santas travel.

   These exercises are not only reading exercises, they also help the children to remember the important facts to be learned.

2. Answer 'YES' or 'NO' to the following statements.
   1. In Mexico the Santa rides on a broomstick.
   2. At the North Pole Santa is likely to eat Eskimo food.
   3. In Norway the tomte rides on a Jule Bukken.
   4. In Mexico Befana puts the gifts in an urn.

5. Saint Nicholas comes to Holland from Spain by ship.
6. The Black Piet brings switches for bad children.
7. The Santa Claus of Mexico is just one person.
8. The Santa Claus of Italy is like an old woman.

3. In Column 2 find the phrase that makes the statement in Column 1 correct and complete. Put the letter by the corresponding number.

Column 1

1. In Mexico the gifts are brought by _____.
2. Befana brings Italian children gifts on _____.
3. Canadian children think that Santa lives at the _____.
4. Norwegian children receive gifts on _____.
5. Canadian children receive gifts on _____.
6. Dutch children receive gifts on _____.

Column 2

a. Christmas Eve
b. The Three Wise Men
c. Christmas morning
d. December 6
e. January 6
f. North Pole

4. Find the rhyming words—an auditory discrimination exercise.

OR

If the words are to be written from the written form this could be a visual discrimination exercise.

tree	me	above	three	alone	see	treat	
toy	boy	noise	joy	soil	raise	rows	toil
elf	shelf	thief	self	tell	help	knife	
shop	stop	spot	hop	hope	rope	coal	
sled	bed	led	meat	red	said		
food	good	book	mood	stood	rude	moon	

5. WORD BUILDING

cake In place of the c in cake write b, l, m, s, sh, b
Read the words that you have written.

snow In place of sn in snow write cr, bl, sh, kn, thr
stick In place of st in stick write p, l, s, th, br
pole In place of p in pole write h, r, m
coat In place of c in coat write b, g, fl, gl

6. Write all the words from this list of words that have the sound of o as in hot; aw as in claw, au as in Claus:

stop	cold	pole	lot	caught	paw	draw
clock	stocking	sole	North	short	naughty	
black	taught	show	know	thaw	blow	
hop	cone	raw	stone	not	note	

7. Review the rule of y as a consonant and as a vowel. Check this list of words. Write all the words where y is a vowel. Then go through the list and find the words where y is a consonant.

funny	yes	money	sky	yet	fly	bunny
may	fry	try	yellow	yard	sly	yam

PHYSICAL EDUCATION

Story Plays—Each group might act out the activities for their chosen topic. Dances learned might be a part of the story play.

1. Mexico: Act out "Breaking the Pinata".
Learn the Mexican Social Dance Record Series 1 #601.

2. Italy: Story play depicting the eating of various foods. Imitate the shepherds with their pipes, and the children putting out the bowls for Befana. Imitate Befana flying in with her broomstick to bring the gifts.

3. Norway: Prepare the tree for the birds. Dramatize the tomte with his Jule Bukken. Here would be scope for some very lively antics. Act the play of seeing the Christmas tree for the first time, and later dancing around the tree.

4. Canada: Act out the arrival of Santa Claus. Dramatize the opening of the presents on Christmas morning. This will give a good opportunity for pantomime.

5. Holland: Make a story play of the arrival of Sinterklaas with Black Piet.

References: Dutch Couples Dance. Folk Dances A #333.

Rhythms and Dances Ackerman and Moore.

Games: Christmas Relay. Physical Education for Elementary Schools, Van Hagen et al. page 428.

Flying Dutchman. Van Hagen et al. page 410.

A Christmas Variation of "The Ocean is Stormy". This is also in the Grade Three section of Van Hagen et al.

ADDITIONAL BIBLIOGRAPHY

The following are not all stocked by the School Book Branch. They may be obtained on special order. Special orders require at least three weeks for delivery.

Stories:	Author:	Publisher:
Amahl and the Night Visitors	Menotti	McGraw
The First Christmas Crib	Milhous, Katherine	Scribners'
With Bells On	Pauli, Hertha	Houghton
Little Tooktoo	Peary, Marie	Macmillan
The Christmas Anna Angel	Sawyer, Ruth	Viking
The Long Christmas	Sawyer, Ruth	Viking
Arne and the Christmas Star	Seymour, Alta	Wilcox
Poems and Information		
All About Christmas	Krythe, M.	Harpers
*Christmas Everywhere	Sechrist (Available School-Book Branch)	MacRae Smith
*1001 Facts About Christmas	Hottes	A. T. De La Mare
*Christmas	Crippen, J. G.	Blackie
*The Book of Christmas Stories for Children	Walters	Dodd
Golden Christmas Book	Crampton, G.	Simon Schuster
Golden Christmas Book	Hartmann, C. Z.	Simon Schuster
Yuletide in Many Lands	Pringle and Urann	Lothrop-Lee
Christmas Book of Legends and Stories	Smith & Hazeltine	Lothrop-Lee
Christmas Book	Blyton, Enid	Macmillan
Poems:		
Christmas Bells are Ringing	Brewton J. & S. (Available School-Book Branch)	Macmillan
Welcome Christmas Poems	Eaton, Anne	Viking

N.B.—Starred titles are particularly useful.

N.B.—Golden Books, Wonder Books and Jolly Books have many attractive Christmas titles.

Christmas Selections in the Basic Readers

1. Children's Own Readers	Pennel et al.	(Available School-Book Branch)
2. Finding New Neighbors	Hahn et al.	"
3. Enchanting Stories	Winston	"
4. Highroads to Reading, Book 3		

Christmas Carols

1. Christmas Carols	Schulte, Karl	Whitman Publishing Co.
2. Christmas, its Carols, Customs and Legends	Heller, Ruth	Hall McCreary—Chicago

Films:

The Night Before Christmas (A film to accompany this famous well-known poem)	Dept. of Education	T-323
Christmas in Many Lands (cartoon)	Dept. of Extension University of Alberta	A 165
Ukrainian Christmas (color)	Dept. of Extension University of Alberta	A 601-2

Filmstrips:

Huron Indian Christmas Carol	Dept. of Education	PK 1959
Holy Child of Bethlehem	Dept. of Education	PK 1976
Christmas Customs	Dept. of Extension University of Alberta	1645

Story of the First Christmas

(Suitable for reading to a primary class.)

Now the ruler of Rome was called a Caesar and the Jews had to do just as he said for they were his slaves. And he made a law that the names of all the Jews should be put down in a book, that it might be known where they came from and what they were worth.

Each Jew was to go to that part of the land where his forefathers dwelt and have his name put down in the book at that place.

So, as Joseph and his wife were of the house of David they both set out for the town of Bethlehem. The way was long and when they came to the town they found a great crowd of folk there. There was no room for Joseph and Mary at the inn, and they knew no one at whose house they could stay.

There was a stable behind the inn in which was a great manger full of hay. So Joseph and Mary made their home in the stable while they had to wait to put their names down. And while they were there God gave to Mary the Son that He said she should have.

As she had no fine soft clothes to wrap the Babe in, she took bands of cloth and put them around Him and laid Him on the straw in the manger.

In those days rich men kept large flocks of sheep, and had men watch them at night for fear wild beasts would seize and kill them. The men who fed and took care of the sheep were called shepherds.

One night, as some shepherds were on the hill where they kept watch of their flocks, the angel of the Lord came down to them. And a bright light shone around them so that they were in great fear.

And the angel said unto them, "Fear not, for I bring you good news which shall give joy to all the land. For Christ, the Lord, is born to you this day, in the town of Bethlehem, and He will save you from your sins. This is the way ye shall know Him. Ye shall find the Babe wrapped in bands of cloth and laid in a manger."

When the angel had said this, there came, like a flash of light, a great host of angels who gave praise to God, and sang, "Glory be to God on high, and on earth, peace and goodwill to men".

When the angels had left them the shepherds said, "Let us go at once to Bethlehem and see these things of which the angel has spoken."

And they came with haste, and found Mary and Joseph, and the Babe that lay in the manger. When they had seen the Child, they went out and told what the angel had said to them. Those who heard were filled with awe. And the strange news spread fast.

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